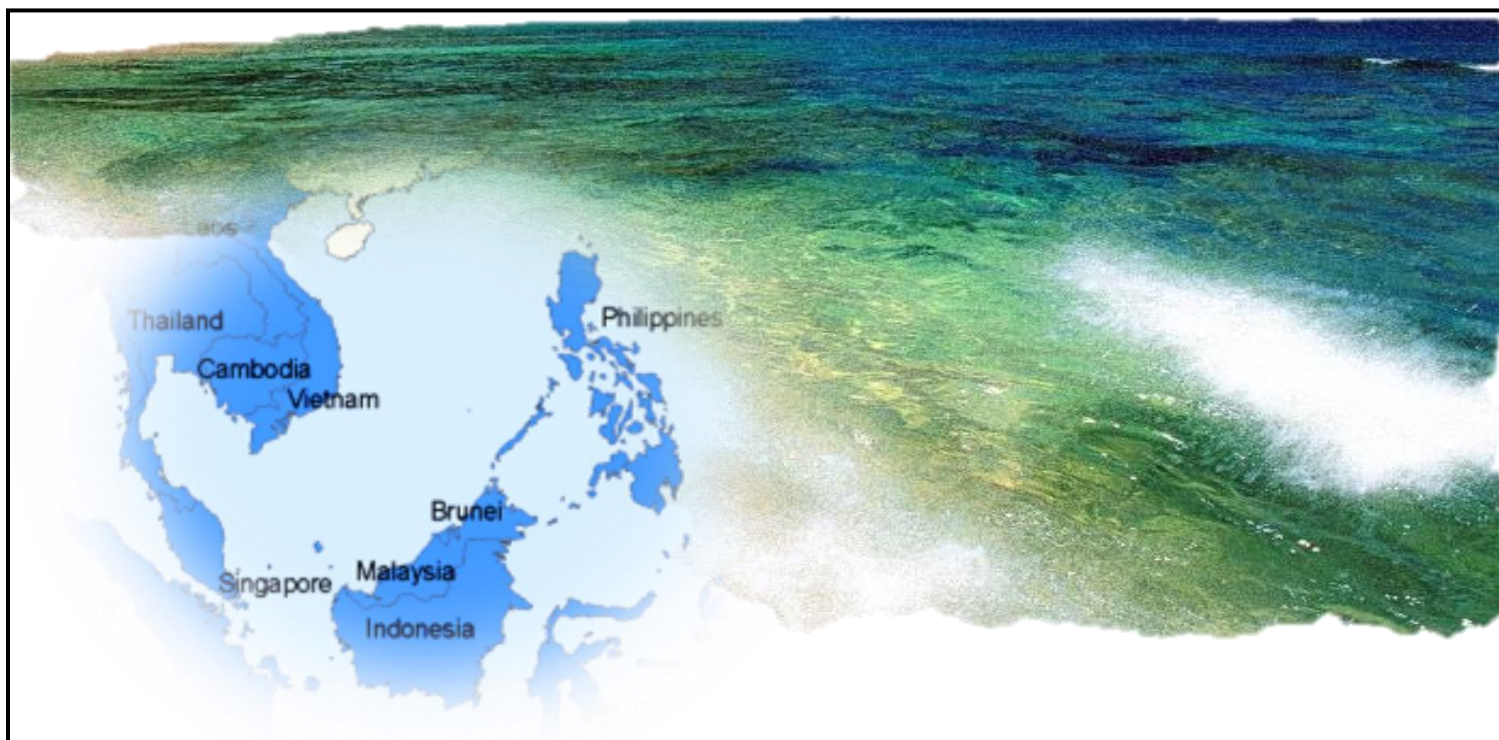

Set-up of an MSc-program on the Management of Marine Protected Areas at the Marine Science Institute (Philippines) as an Adopted Version of the MSc Management of Protected Areas Program of the University of Klagenfurt (Austria)

YEAR I ANNUAL REPORT

October 24, 2011 – October 24, 2012



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Marine Science Institute (Philippines) as an Adopted Version of the MSc
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**Year I Annual Report
October 24, 2011 – October 24, 2012**

Submitted to:

Rebecca Guieb, Agreement Officer's Technical Representative, USAID Philippines

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Implemented by: Marine Environment and Resources Foundation, Inc. (MERF)

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ACRONYMS

AAUK	Alpen Adria University of Klagenfurt
ACB	ASEAN Centre for Biodiversity
ADB	Asian Development Bank
ADMU	Ateneo de Manila University
AOTR	Agreement Officer Technical Representative
ASEAN	Association of Southeast Asian Nations
ASOG	Ateneo School of Government
BOBLME	Bay of Bengal Large Marine Ecosystem
CBD	Convention on Biological Diversity
CRM	Coastal Resource Management
CRMO	Coastal Resource Management Officer
CI	Conservation International
CS	College of Science
CSSP	College of Social Science and Philosophy
CT	Coral Triangle
CTC	Coral Triangle Center
CTI	Coral Triangle Initiative
CU	Constituent University
EBM	Ecosystem-Based Management
FGD	focused group discussion
GIZ	Gesellschaft für Internationale Zusammenarbeit
ICM	Integrated Coastal Management
IFPDS	Institute of Fisheries Policy and Development Studies
ISEA	Institute of Social Entrepreneurship for Asia
LGU	Local Government Unit
LOE	Level of Effort
MAO	Municipal Agricultural Officer
MERF	Marine Environment and Resources Foundation, Inc.
MAO	Municipal Agriculturist Officer
MENRO	Municipal Environment and Natural Resources Office
MOU	Memorandum of Understanding
MPA	Marine Protected Area(s)
MSc	Masters in Science
MSI	Marine Science Institute
NA	Needs Assessment
NIPAS	National Integrated Protected Areas Systems
NGO	Non-Government Organization
PEMSEA	Partnerships in Environmental Management for the Seas of East Asia
PG-ENRO	Provincial Government – Environment and Natural Resources Office
SEA	Southeast Asia
SESAM	School of Environmental Science and Management

SGP-UC	Sea Grant Program - University of Connecticut
TNA	Training Needs Analysis
UP	University of the Philippines
UP-CSSP	UP College of Social Science and Philosophy
UP-CSWCD	UP College of Social Welfare and Community Development
UPD	UP Diliman
UPLB	UP Los Baños
UP OVCAA	UP Office of the Vice Chancellor for Academic Affairs
UPV	UP Visayas
USAID	United States Agency for International Development
US CTI SPI	United States Coral Triangle Initiative Support Program Integrator
VIP	Verde Island Passage
WWF	World Wildlife Fund
3MPA	MSc Management of Marine Protected Areas

Executive Summary

The Marine Environment and Resources Foundation Inc. (MERF) with funding support from the United States Agency for International Development (USAID) Mission for the Philippines implemented the first year of the project entitled *Set-up of an MSc-program on the Management of Marine Protected Areas at the Marine Science Institute (Philippines) as an Adopted Version of the MSc Management of Protected Areas Program of the University of Klagenfurt (Austria)*. The project, which was approved on October 24, 2011 aims to support the Marine Science Institute of the University of the Philippines (UP MSI) to establish this international postgraduate program intended for mid- to higher level MPA professionals within Southeast Asia and the Coral Triangle regions. It is also a collaborative work with the Alpen-Adria University of Klagenfurt (AAUK) and the Sea Grant Program of the University of Connecticut (SGP-UC), with the former providing their experience in the development and implementation of their MSc program in the Management of Protected Areas. A consultant from the SGP-UC contributed to areas of curriculum development.

The program seeks to address capacity building needs of the region, focused on the interdisciplinary approaches to address good governance and effective management of MPA sites. This would enable MPA professionals to promote the incremental benefits of cooperation and networking towards larger scales of MPAs. It consequently aims to contribute to the acceleration of marine biodiversity conservation and the achievement of sustainable development within Southeast Asia (SEA) and the Coral Triangle (CT) regions. This is in support of the global commitment of most of these regional countries to achieving 10% conservation of the marine environment by 2020.

The major milestones achieved for Year 1 consisted of i) completion of curriculum framework and syllabi of the Masters in Management of MPAs program ; ii) development of a modular approach in program design to enable simultaneous professional work among participants; iii) identification of a more viable program implementation modality which would enable program sustainability with respect to faculty manpower; and iv) initial networking with key MPA practitioners through curriculum development activities and the conduct of a Needs Assessment Survey.

During the first quarter, the project implemented preparatory activities in relation to curriculum development and focused on aspects of project management. Research on the various existing related Masters programs in other universities was carried out for the analysis of salient elements and curricular structure. Workshops sessions held in January and March 2012 among institutional collaborators of the project (MERF, UP MSI, SGP-UC, and AAUK) in Quarter 2. These joint activities consisted of curriculum development workshops on the initial general framework and first set of foundational courses of the program, during which other MPA professionals were invited to participate. Project meetings and MPA site visits also constituted these activities, with the latter providing opportunities to initially network with institutions that could be tapped for future collaboration.

The syllabi of the last set of foundational courses were finalized in Quarter 3. A major workshop in

May 2012, including pre- and post-workshop consultative meetings of the MPA experts facilitated the development of the framework and syllabi of the MPA courses. The project's network of MPA professionals was enhanced through engagement of more MPA practitioners in these activities, with a number of them contracted for syllabi development. In preparation for the Needs Assessment (NA) among MPA practitioners, the integration of knowledge and skill sets of competencies were done. The overview of the framework for the Masters program on Management of Marine Protected Areas was presented to the faculty of UP MSI by the end of June 2012. Constraints on program institutionalization were pointed out in the meeting.

Aside from the completion of all syllabi of the entire curriculum (i.e. MPA courses and Intercultural Learning Seminar), the distribution and collation of the NA survey was carried out among targeted key MPA/CRM practitioners within SEA and the CT during Quarter 4. The implementation of the latter was an important boost for the initial international networking with key multi-sectoral MPA professionals within the region. It was an opportunity for making known current efforts of developing a postgraduate academic program for the management of MPAs. While serving as a soft-marketing strategy for the program, it was likewise a venue for a number of MPA experts to channel their suggestions. Due to low survey returns, there is a need to further increase sampling scope and follow-up on previous survey requests.

A major thrust of activities during Quarter 4 also revolved around addressing the project challenges that had evolved, which required adjustments to elements of the original project description. These consisted of the following:

- i) revision of the **academic program category** from an MSc program to that of a Professional Master's degree in order to accommodate Bachelor's degree holders in fields other than the natural sciences;
- ii) need to increase the number of **MPA core faculty** to integrate the socio-ecological concerns of the program, which in turn, would require the collaboration of faculty from other UP constituent units; and
- iii) increased length of **time** needed to address the procedural period for the program's approval within the UP System given the involvement of other UP units.

The revised project description is due on January 15, 2013.

Accomplishment vis-à-vis Goals

1.1 Goals Established for Year 1

A. Intermediate Result 1 (IR1): A graduate program on MPAs set-up at the Marine Science Institute of University of the Philippines that is regional (SEA and CT) in scope

1. Curriculum development for the 2-year Masters in Management of MPAs postgraduate program

- 1.1 Curriculum Research: MSc Management Marine Protected Areas (3MPA) curriculum framework based on College of Science academic unit requirements, UP Diliman; (1st quarter)
- 1.2 Preparation and Implementation of Needs Assessment within the region
 - i) Preliminary survey on MPA training needs, December 2011 - March 2012
 - ii) Multisectoral Training Needs Assessment (TNA) within the region, June - August 2012
- 1.3 Syllabi development for seven (7) courses of the program, including the Intercultural Learning Seminar, March 2012 – June 2012
- 1.4 Curriculum Development Activities: Workshops in January, March, and May 2012; Consultative meetings with MPA practitioners within April to August 2012
- 1.5 Preparation of teaching materials for the program modules, July – October 2012

2. Stepwise approval of the curriculum

- 2.1 Preparation and presentation of the curriculum proposal on the Masters of Management of Marine Protected Areas (3MPA) to the UP MSI Faculty for In-house endorsement. This is a pre-requisite to submission of the program proposal to the College of Science (CS), June 2012.
- 2.2 Submission of the Graduate Program Proposal on 3MPA to the CS Academic Committee and the Cluster Committee (consisting of various Colleges within UP Diliman; UPD) for approval.
 - i) Submission and approval by the CS Academic Affairs Committee, June – July 2012
 - ii) Submission for review and approval by the CS Assembly, August 2012

- iii) Submission for evaluation and approval by the Cluster Committee, consisting of seven (7) Colleges from the UPD campus, September – October 2012

3. Marketing of the program

- 3.1 Preparation of information materials, September – October 2012
- 3.2 Information dissemination and marketing among local and regional institutions, October 2012

B. Intermediate Result 2 (IR2): Regional professionals educated in the management of marine protected areas and coastal resources in the tropics

- 1. Graduation of program participants who have gone through Masters program in MPA Management: ***Related activities are not yet scheduled for Year 1***
- 2. Coverage of program courses undergone by program participants and fulfillment of their corresponding requirements : ***Related activities are not yet scheduled for Year 1***
- 3. Generation of theses relevant to marine resource management and biodiversity conservation: ***Related activities were not scheduled for Year 1 (formerly under IR 1)***
- 4. MPAs assisted through recommendations in aspects of MPA management from thesis work of program participants: ***Related activities are not scheduled for Year 1 (formerly under IR1)***

C. Intermediate Result 3 (IR3): An initial network of regional MPA-related professionals and institutions formed

1. Networking with individual MPA professionals/consultants in the program

- 1.1 Participation of MPA practitioners in curriculum development activities (Workshops/ Meetings), January and March to August 2012
- 1.2 Contracting of curriculum developers for syllabi and teaching material, April – September 2012
- 1.3 Contracting of lecturers (local and CT-based) for the program, June – September 2012
- 1.4 Participation of multi-sectoral MPA professionals (local and international) in Needs Assessment activity, June – August 2012

2. Networking with MPA-related institutions in the program

- 2.1 Networking with LGUs that have jurisdiction over MPA sites visited , January and March 2012
- 2.2 Networking with local and regional government units/organizations with jurisdiction over selected MPA field sites for the program, June – August 2012
- 2.3 Preliminary networking with multi-sectoral Institutions involved in MPAs, through participation of their members in the NA survey, June – August 2012

3. No. of trained MPA professionals consisting of the graduates of the program:

Related activities are not yet scheduled for Year 1

1.2 Accomplishments According to the Goals Established for Year 1

A. Intermediate Result 1 (IR1): A graduate program on MPAs set-up at the Marine Science Institute of University of the Philippines that is regional (SEA and CT) in scope

1. Curriculum development for the 2-year Masters in Management of MPAs postgraduate program

1.1 Curriculum Research: MSc Management Marine Protected Areas (3MPA) curriculum framework based on College of Science (CS) academic unit requirements, UP Diliman

The curriculum structure and content of related Masters programs in other Universities (foreign and local), including the UP System, were reviewed in order to draw out the basic features of these programs (**Annex 1**). Initial analyses was done on potential adaptation of course unit structure of AAUK's MSc Management of Protected Areas program to the UP setting, given the modular framework of the former.

Initial comparative studies of other programs and that of AAUK indicate that a more appropriate mode for the UP system may be a Professional Masters program rather than an MSc. Similar to the MSc Management of Protected Areas program of AAUK, the 3MPA program is geared along the professional track instead of the academic research track. The

nature of students' thesis work in the MSc program of AAUK is more akin to the case study problems of the Professional Masters degree within UP.

1.2 Preparation and Implementation of Needs Assessment within the region

i) Preliminary survey on MPA training needs Dec 2011-March 2012

In December 2011, Dr. Robert Pomeroy of the SGP-UC prepared the preliminary survey tool for distribution among government agencies with jurisdiction over MPAs in Southeast Asia and Coral Triangle regions). It was sent to a total of 83 individuals of concerned government agencies/units in 12 countries of SEA and the CT regions, including Hong Kong and Taiwan. A total Of 20 accomplished surveys were retrieved from 11 countries giving a 24% return rate.

Among the respondents, the topics considered to be of priority for a Masters program in MPA Management consisted of the following:

- Enforcement
- Biological assessments
- Management effectiveness
- Co-management/stakeholder participation
- Administration/Management/Advisory boards
- Socio-economic assessments
- Governance
- Conflict management
- MPA planning
- Sustainable financing

The results of this preliminary survey were presented by Dr. Pomeroy during the Curriculum Development Workshop of March 20, 2012. The following were suggested by some of the Workshop participants for the next TNA that will be carried out on a larger scale :

- Conduct the TNA among focused/targetted groups involved in MPAs
- Develop a detailed survey that would determine which among expected sets of knowledge and skills are already known or not yet known among MPA professionals
- Have a sample size of at least 150

ii) Second TNA within the region, June – August 2012 (actual : still continuing)

Ms. Lillian Dela Vega, an expert in conducting training modules and workshops, was tapped to prepare and conduct the Needs Assessment work. It targetted both government institutions and NGOs involved in MPA networks. The survey tool

included data on the profile of the respondents; requested their inputs regarding MPA management aspects in their area; and their self-assessment with regard specific knowledge and skills sets in relation to the field of MPA Management.

The Objectives

The needs assessment intends to contribute to the:

- Recognition of academic needs of targeted students;
- Appreciation of how well current capacity building processes meet prospective students' needs;
- Identification of the types of education programs and expertise that will be needed in the program; and
- Development of a sound curriculum with the allocation of appropriate funds and resources.

Ultimately the needs assessment augments efforts to identify an appropriate curriculum that would improve student achievement and their meeting the challenging standards in marine protected area management. The activity also intends to initiate buy-in by potential students and organizations/agencies.

Needs Assessment design

A. The target respondents

The prospective students at middle to upper management levels are the main target respondents. Experts in marine protected areas management and other key sectors, e.g. policy makers, are also considered as respondents.

B. Methodology

Given the regional coverage of the program the main methodology is an internet administered survey. The documents prepared and disseminated are:

- An official letter of introduction and invitation to participate in the survey from Dr. Porfirio Aliño, who is known in the CT region for his MPA work (MPA consultant of the 3MPA project)
- Survey questionnaire

Four batches of invitations (two mass email releases; additional batches of personal communications) were sent within the period of September to October with follow-up/reminders sent out earliest a day after the deadline of submission of responses.

A total of 220 key persons/heads of organizations were addressed through two mass email releases (of which 65 were failed sends); followed by 50 personal communications when returns of accomplished survey forms were slow. We have

received 60 survey returns. Due to the small number of returns, the project will continue expanding its email base, and following up on survey returns. The current sample size of 60 is still insufficient for the analysis of the data but initial trends of the results are shown in **Annex 2**.

1.3 Curriculum framework and syllabi development for program courses, March 2012 – June 2012

Through the course of evaluation and discussion on the general curriculum framework during the various curriculum development activities, the curriculum content had undergone a series of improvements. The general curriculum framework went through a total of four revisions. The final version consisted of revisions to match the features of the Professional Masters stream of other UP constituent units i.e. SESAM, IFPDS. The 6.0-unit Thesis requirement corresponding to that of a MSc degree was scaled down to a 3.0 unit Special Problems course (MPA 298) for the professional track. The time duration of the program was also decreased to 1.5 years, consisting of 3 regular terms and a summer term.

The various component syllabi constituting the foundational MPA courses (MPA 200 to 220) were presented in the March and May 2012 curriculum development workshops, wherein workshop participants provided further suggestions for syllabi improvement. The syllabi were finalized after the workshops.

Outputs from these activities that addressed the latter set of MPA courses (April 2012 consultative meeting and May 2012 workshop) provided initial material for other MPA experts to develop the corresponding syllabi. Work on these syllabi were developed late June to July 2012. Course developers initiated meetings among themselves to ensure the flow of topics between courses. The syllabi were all submitted by the end of July 2012.

1.4 Curriculum Development Activities: Workshops in January, March, and May 2012; Consultative meetings with MPA practitioners in April and August 2012.

1.4.1 Workshops

i) 24 January 2012 (Annex 3)

The first Curriculum Development Workshop held on January 24, 2012 at Hotel 878 Function Room in Libis was the first official (face-to-face) meeting between collaborating institutions of the project. The activity started with presentations from MERF and academic partner institutions (UP MSI AND AAUK) of the “twinning program”, focusing on academic thrusts and programs of both institutions. This was followed by an overview of the 3MPA project. The AAUK then discussed the implementation of their modular, sequential *MSc Management of Protected Areas* program, which enables their

students to continue carrying out their respective jobs with graduate studies. The financial challenges of the AAUK program were likewise discussed.

The afternoon focused on consensus building regarding aspects of the curriculum framework. Detailing of essential topics for the Integrated Coastal Management course; including component areas of governance, ecology, and other marine bio-physical considerations for the MPA modules. Results were integrated with the existing general topics from the AAUK *MSc Management of Protected Areas* curriculum that were applicable for MPA settings.

The body agreed on syllabi development assignments among the UP MSI consultants and Dr. Robert Pomeroy, outputs of which are to be presented at the next workshop scheduled in March 2012.

ii) 20 to 22 March 2012 (Annex 4)

The project held a series of work sessions among members of the academic partner institutions from March 20 to 23, 2012 at the UPMSI. Activities consisted of the 2nd major CD workshop held March 20, with other MPA experts invited to provide inputs on the proposed program and curriculum framework. The initial set of syllabi drafted for the program was presented. On March 21 to 22, representatives from the AAUK presented detailed content of their courses, including administrative and operational procedures of their sequential, modular program approach.

The second Curriculum Development Workshop, which was held at the UP MSI 3/F New Conference Room, had the following highlights:

- Introduction of the project and draft curriculum framework: This solicited inputs from the experts as regards program administrative aspects, including the principles and the flow of the program's curriculum content. The discussions elicited exchange of related teaching experiences of participants from various academic institutions.
- Presentation of the following syllabi developed by UP MSI consultants and other MPA experts:
 - *Natural Resource Management* by Dr. Porfirio Aliño
 - *MPAs as Social-ecological Systems (Economics and Ecology)* by Ms. Annabelle Trinidad and Dr. Aletta Yñiguez
 - *Technical Foundations of the Management of MPAs (Law and Governance components)* by Atty. James Kho and Dr. Robert Pomeroy

This elicited various suggestions from the workshop participants regarding syllabi scope and effective teaching approaches.

iii) 15 May 2012 (Annex 5)

The last major Curriculum Development Workshop was held 15 May 2012 at the UP MSI 3/F New Conference Room from 9:00 am – 5:00 pm.

The two main objectives of the 3rd Curriculum Development Workshop were:

- 1) *Review the revised general curriculum framework (inputs from March and April 2012 meetings)*
- 2) *Detail the general curriculum framework of the MPA Planning modules*

Dr. Porfirio Aliño gave a presentation on *Marine Protected Areas: Scaling up to networks and systems* to provide a background on the workshop theme. This was followed by a presentation on the revised General Curriculum Framework (output of March 2012 workshop) in which the manner of implementation for a modular, sequential scheme was emphasized. This would have a bearing on syllabi scope and approach of course implementation. It was reiterated that a potential target market for the international program would be the middle to high management categories of MPA professionals.

The highlights from presentations on the three syllabi on components constituting Module 2 (*MPAs as Social-Ecological Systems*) and Module 3 (*Technical Foundations of Management of MPAs*) were the following:

- The *Social-cultural Sciences* component of Module 2, presented by Dr. Maria Mangahas of UP-CSSP, Department of Anthropology was considered essential for increasing the sensitivity of MPA professionals towards the inclusion of coastal indigenous peoples in the planning and management of MPAs affecting their areas. This component aims to develop in the students a deep appreciation for indigenous people's local knowledge of marine resources.
- The *Social Entrepreneurship* component under Module 3 was presented by Ms. Lisa Dacanay of the Institute of Social Entrepreneurship in Asia, based at the Ateneo School of Government. The group suggested the transfer of this component to Module 2 instead, as it aptly integrates the socio-cultural, ecological, and economic sub-components of the module. Developing case studies of actual social entrepreneurship applications in MPA sites would be very relevant as teaching material, especially needed for settings of developing countries.
- The scope of the *Business Administration* component under Module 3, presented by Mr. Edgardo Tongson of WWF-Philippines was seen as appropriate for the blocked time assigned for the sub-component. Its focus was on regular management aspects

and financial sustainability of MPA operations; distinct from the social entrepreneurship component.

1.4.2 Curriculum Meetings

i) Consultative meeting with MPA experts, 30 April 2012

In preparation for the major CD workshop in May, a consultative meeting with some MPA experts was held mainly to organize the curriculum framework for the set of MPA courses that followed the first set of foundational courses. It was held on April 30, 2012, from 9:00 a.m. to 2:30 p.m. The 2 MPA experts from UPMSI were Drs. Porfirio Aliño and Marie Antonette Meñez. The other invited participants were Ms. Luz Baskinas of WWF-Philippines, and Prof. Cesar Luna of the Faculty of Management and Development Studies of the UP Open University.

The main objectives of the consultative meeting in April 2012 were:

- *To determine the scope of MPA modules relevant for MPA settings of Southeast Asia and the Coral Triangle regions*
- *To determine modular distribution of the content for effective teaching of governance and management of MPA, cutting across all scales (from small sanctuaries to seascapes)*

After an overview of the project and the current status of curriculum development, the highlights of the meeting were on the flow of the framework and main content of the courses (Modules 4 to 7). The AAUK listing of general topics constituting the MPA courses served as the springboard for the focused group discussions. The group achieved a consensus on the adoption of the general themes of the courses based on the Protected Areas cycle (MPA life cycle) and on various improvements of curriculum framework for the MPA Planning and Implementation courses (Modules 4 to 7).

1.5 Preparation of teaching materials for the program modules, July – October 2012

Teaching material for Social Entrepreneurship component. The project took on the suggestion from the May 2012 Curriculum Development workshop to develop case studies on actual social entrepreneurship applications in MPA sites. Dr. Porfirio Aliño (MPA Consultant) met with Dr. Marie Lisa Dacanay on July 27, 2012 to explore a potential collaboration on the documentation of 12 case studies of MPA sites in the Philippines (10 sites), Indonesia (tentatively Bunnaken Marine Park) and Malaysia (Turtle Islands – Sabah Parks). The meeting resulted in a concept paper prepared by Dr. Dacanay and submitted last 16 August 2012. As only partial aspects of this activity can be funded by the project, majority of the funds will still be sourced elsewhere. Additional funding sources is currently being explored by the project.

2. Stepwise approval of the curriculum

2.1 Preparation and presentation of the curriculum proposal on the Masters of Management of Marine Protected Areas (3MPA) to the UP MSI Faculty for the Institute's endorsement, June 2012

The official endorsement of UP-MSI for the institutionalization of the proposed program is a pre-requisite for initiating the program approval process within the College of Science and the UP Diliman System. The key personnel of the project presented the general curriculum framework and roster of course developers of the program to the UP MSI Faculty on June 18, 2012. It was likewise presented to various UP Administration Officials for consultations on program implementation. A program modality involving three (3) constituent universities (CU) of the UP System was deemed most viable for ensuring faculty manpower sustainability in the long term.

The draft of the UP proposal for the graduate program on the Masters on Marine Protected Areas as a collaborative offering of the UP MSI of UP Diliman (UPD), together with the Institute of Fisheries Policy and Development Studies (IFPDS) of UP Visayas (UPV) and the School of Environmental Science and Management (SESAM) of UP Los Banos (UPLB) was given endorsement by the UP MSI Faculty, enabling MERF to proceed with negotiating the inter-university campus discussions with potential UP Partners.

B. Intermediate Result 3 (IR3): An initial network of regional MPA-related professionals and institutions formed

1. Networking with individual MPA professionals/consultants in the program

1.1 Participation of MPA practitioners in curriculum development activities

The Curriculum Development Workshops/meetings enabled the project to initially network with academicians and other MPA/CRM professionals, through their participation in the various activities. The 27 professionals who participated in the workshops/meetings consisted of 14 faculty members and 2 researchers from 8 academic institutions; 9 CRM/MPA practitioners from 7 NGOs and 2 consulting firms. The consolidated listing of these professionals are in **Annex 6**.

1.2 Curriculum developers for syllabi and teaching material, April – September 2012

Among the professionals in 1.1, eighteen (18) were contracted for the development of the program and its various courses and course sub-component syllabi (see **Annex 6, last column**).

1.3 Participation of multi-sectoral MPA professionals (local and international) in the Needs Assessment activity, June – August 2012

Through the Needs Assessment activity, the project was able to interact with a number of MPA experts and professionals who either i) provided inputs for the database of potential respondents; or ii) participated in the survey, with some providing a range of suggestions for the program.

i) Shared their organization's data for NA database

- *Ms. Rili Djohani, Executive Director – Coral Triangle Center (CTC) Bali, Indonesia*

She provided inputs regarding the MPA networks in the CT region including a list of key organizations which the CTC prepared for the CTI MPA Learning Network of Practitioners. The CTC looks forward to opportunities to working with the proposed program, particularly regarding MPA on-site training that CTC could help facilitate and deliver in the CT region in the context of the MPA Masters program being planned by UP MSI.

- *Dr. Rudolf Hermes, Chief Technical Advisor – Bay of Bengal Large Marine Ecosystem Project*

Dr. Hermes was contacted by 3MPA key personnel Dr. McGlone upon the suggestion of Dr. Bob Pomeroy. A list of MPA partner institutions that participated in 2 MPA workshops in 2011 and 2012 sponsored by BOBLME was provided by Dr. Hermes. He lauded the initiative as a good undertaking that could be more effective than the usual training courses.

- *Mr. Peter Collier, Chief of Party – US CTI Support Program Integrator*

Dr. Bob Pomeroy (consultant of the 3MPA project) informed Mr. Collier of the project, requesting available database of MPA professionals within the Coral Triangle region. Mr. Collier was supportive of the endeavor and through Ms. Leilani Gallardo (US CTI SPI Information and Communications Officer) sent the database on Participants of the CTI Regional Exchanges on MPAs, including CT MPA professionals who attended the recent International Coral Reef Symposium in July 2012 in Cairns, Australia.

2. Networking with MPA-related institutions in the program.

2.1 Initial networking with LGUs managing MPAs through site visits by representatives from MERF and AAUK in January and March 2012

i) Batangas Province; 26 to 27 January 2012

The Technical Coordinator of the 3MPA project and Dr. Michael Jungmeier (AAUK) were accompanied by Dr. Samuel Mamauag (UP MSI) to visit MPA sites in Batangas for the following purpose:

1. Exposure of 3MPA project partner from AAUK to the system of MPA management in the country
2. Explore potential collaboration with NGOs and Local Government Institutions that have jurisdiction over MPA networks
3. Experience the actual conditions of some local MPAs

The following were the highlights of the trip:

- Interaction with Ms. Loretta P. Sollestre, Head of Planning and Environmental/Coastal Management of the PG-ENRO of Batangas, who gave a presentation on *Scaling Up MPA Networks: The Verde Passage Experience*; its scope was on the implementation of the integrated coastal and MPA management plans of the province, including the range of challenges encountered (**Annex 7, Fig. 1 to 3**)
- Interaction with the MAO of the MENRO in Mabini and Calatagan who gave orientations on the management plan and best practices of the respective MPAs within their jurisdiction (**Annex 7, Fig. 4, 7 & 8**).
- Visits to the *Twin Rocks Fish Sanctuary* in Mabini and the *Ang Pulo* mangrove reserve in Calatagan during which the visiting team members were able to interview/interact with some of the stakeholders actively involved in the MPA management board; there was discussion on concerns and relevant experiences within their MPAs (**Annex 7, Fig. 5 to 10**)

ii) Masinloc, Zambales; 25 to 26 March 2012

The Administrative Assistant of the 3MPA project, Ms. Sigrun Lange of AAUK, and Ms. Vanessa Baria (UP MSI) visited the Masinloc NIPAS site, facilitated by both the current and former CRM Officers Engr. Medel Murato and Ms. Olive Gregorio, respectively. The highlights of the trip were the following:

- Orientation to unique features of the Masinloc MPA network within Oyon Bay as a NIPAS site; and with the local Power Plant collaborating in the support of MPA management within the area
- Interaction with the *Bantay Dagat* (Sea Guards; enforcement team) network of Masinloc on best practices and other administrative concerns
- Field trip to the MPA sites with seagrass reserves and *Tridacna* giant clam nursery

2.2 Preliminary networking with multi-sectoral Institutions involved in MPAs, through participation of their members in the Needs Assessment survey, June – August 2012

The distribution of the Needs Assessment survey questionnaire was carried out. This enabled preliminary networking with a number of NGOs and government organizations within the region through the participation of their key officers. The survey tool was initially released only by September. Returns of the accomplished surveys from respondents started in September 2012. The project has initially touched base with a range of institutions in 6 countries. Retrieval of surveys will continue beyond Year 1, during the Interim Period of the project.

Table 1. The range of institutional affiliation categories of respondents to 2nd NA.

COUNTRY	NGO	GOVERNMENT AGENCY	GOVERNMENT UNIT (local/provincial)	ACADEME
Philippines	7	3	8	3
Indonesia	5	2		
Malaysia	1	2		
Papua New Guinea; Pacific	2			
Thailand				1

ANNEX 1. Preliminary curriculum research

Matrix of related Masters programs in various universities

A. Foreign universities

B. Local universities

FOREIGN INSTITUTIONS	ACADEMIC PROGRAM	TRACK/SPECIALIZTN	DURATION	ACADEMIC Requirements	Thesis (Y/N)	REMARKS
1 University of Miami – Rosenstiel School of Marine & Atmospheric Science (RSMAS), USA	Masters of Professional Science Intended for those who plan to work in middle-management jobs with no intentions of proceeding to PhD programs	Coastal Zone Mangmt	1 yr (full-time)	Graduate courses, 24 units in 2 semesters; Internship 6 units (3-6 mos); Comprehensive Exam The internship report: contributory assessment of the experience, with developmental insight & summary of any research performed	N	This track in Coastal Management will introduce participants to the legal and governance frameworks in this unique and fragile coastal area. They will also have an opportunity to engage in an internship experience and fieldwork with international, national, state, or local coastal management government institutions, or environmental advocacy groups and consulting firms
	Masters of Professional Science	Marine Conservation	1 yr (full-time)	Graduate courses, 24 units in 2 semesters; Internship 6 units (3-6 mos); Comprehensive Exam	N	This program includes two semesters of coursework and a 3–6 month internship at one of a number of local federal agencies, institutions, and NGO's, in which students apply both the theory and practical aspects of their training to real-world projects. Students in the Marine Conservation track will work closely with the R.J. Dunlap Marine Conservation Program in their efforts to combine cutting edge research with community outreach programs. This degree provides excellent preparation for employment in areas of marine conservation, management, media, education, and ecosystem science.
University of Miami –	Masters of	Tropical	1 yr (full-	Graduate courses,	N	This degree is excellent preparation for

Rosenstiel School of Marine & Atmospheric Science (RSMAS)	Professional Science	Marine Ecosystem Management	time)	24 units in 2 semesters; Internship 6 units (3-6 mos); Comprehensive Exam		technical positions in marine conservation and management and marine ecosystem science at one of a number of state and federal agencies, institutions, and NGOs.
2. Oregon State University – College of Oceanic and Atmospheric Sciences (COAS), USA	Masters in Marine Resource Management Conc: Marine Conservation	Professional track MPA's included as area of specialization		Graduate courses, 57 units; Internship report or research project 9 units	N	Defend report based on internship or a research project /case study; Internships may be with gov't firms or private sector, NGO's and consulting firms For careers as managers and stewards of living marine resources and assoc marine systems
	Masters in Marine Resource Management - Marine Conservation	Thesis track Program includes MPAs		Graduate courses, 40 units; Thesis 12 units	Y	Thesis: a more extensive and rigorous pc of original work and analysis.
3. Victoria University of Wellington , New Zealand	Master of Marine Conservation Not intended for future PhD track unless a mini-thesis is done as 1 of elective courses	Professional track	12 -18 mos (full time)	3 Core courses (2 are field-based courses); 5 elective courses	N	Graduates geared for employment in private/gov't institutions, NGO's and consultancy firms dealing with conservation and management of marine resources.
4. University of Portsmouth, United Kingdom	MSc Coastal and Marine Resource Management	MSc – with thesis	1 yr (full time); 2 yrs (part time)	6 core courses and 1 field-based course; 1 elective course ; thesis in 3rd semester	Y	Professional preparation for marine resource policy/sustainable use/conservation in central/local gov't institutions; community groups and consulting firms; or in research and educ.
5. Heriot-Watt University, Edinburgh, Scotland	MSc Marine Resource Dev't and Protection	MSc - with thesis	2 sems and summer	4 core modules; elective courses; research proj in summer	Re-search Proj	

	Diploma Marine Res Devt&Protctn		2 sems	4 core modules; elective courses	none	
6. University of York, United Kingdom	MSc Marine Environmental management	MSc with thesis and summer internship	2 sems and summer	7 core modules; 3 elective modules; thesis; summer internship	Y	
	Diploma Marine Environmental Management	With thesis	2 sems	7 core; 3 electives; thesis of narrower scope	Y	

B. Local Universities

LOCAL UP INSTITUTIONS	ACADEMIC PROGRAM	TRACK/ SPECIALIZTN	DURATION	ACADEMIC Requirements	Thesis (Y/N)	REMARKS
UP – MSI	MSc Marine Science	With thesis		3-4 core courses; 5-4 electives; 1 seminar; thesis	Y	Specialization in marine biology, marine physical science, marine biotechnology
UP- IESM	MSc Environmental Science	With thesis		24 units grad courses; 1 unit seminar; thesis	Y	
		Non-thesis		33 units grad courses; comprehensive exam; thesis proposal	N	
UP-School of Environmental Science and Management	MSc Environmental Science	Thesis		25 units grad courses; 1 seminar; thesis	Y	
UP-Open University	Masters of Environment and Nat Resources Management	No thesis		30 graduate course units; 9 research course units	N	

ANNEX 2. Initial Results of the Major Needs Assessment Survey

PURPOSE AND FOCUS OF THE NEEDS ASSESSMENT

The needs assessment intends to contribute to the:

- Recognition of academic needs of targeted students.;
- Appreciation of how well current capacity building processes meet prospective students' needs;
- Identification of the types of education programs and expertise that will be needed in the program; and
- Development of a sound curriculum with the allocation of appropriate funds and resources.

Ultimately the needs assessment augments efforts to identify an appropriate curriculum that would improve student achievement and their meeting the challenging standards in marine protected area management. The activity also intends to initiate buy-in by potential students and organizations/agencies.

THE NEEDS ASSESSMENT DESIGN

A. The target respondents

The prospective students at middle to upper management levels are the main target respondents. Experts in marine protected areas management and other key sectors, e.g. policy makers, are also considered as respondents.

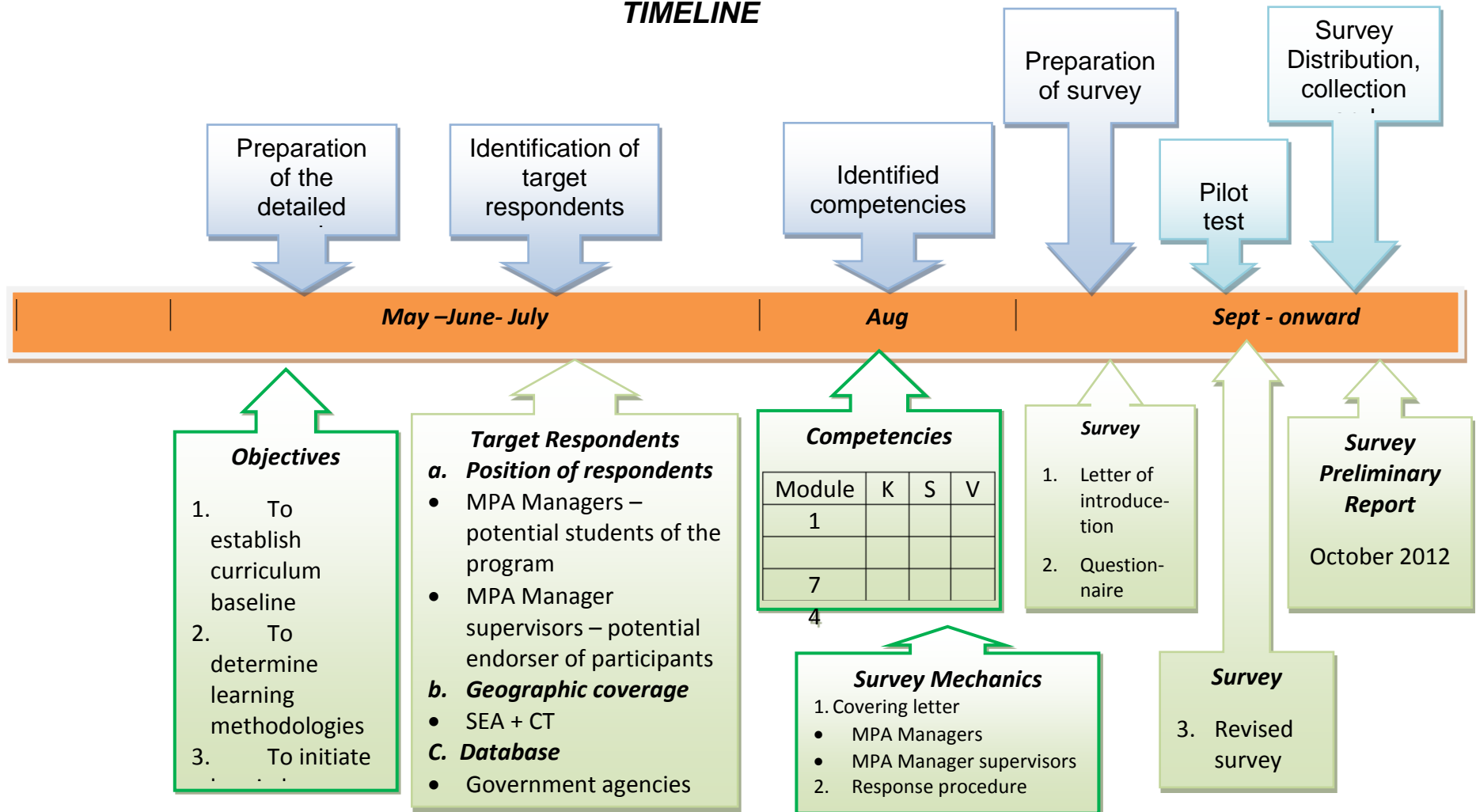
B. Methodology

Given the regional coverage of the program the main methodology is an internet administered survey. The documents prepared and disseminated are:

- Letter of introduction and invitation to participate in the survey
- Survey questionnaire

Four batches of invitations were sent within the period August to present with follow-up/reminders sent out earliest a day after the deadline of submission of responses. Refer to timeline for details.

TIMELINE



HIGHLIGHTS

A. Profile of Respondents

Total number of respondents: 60

1. By country

a. Indonesia:	12
b. Malaysia:	7
c. Papua New Guinea; Pacific:	2
d. Philippines:	38
e. Thailand:	1

2. By country coverage



3. By Type of Organization of Respondents

3.1 Government	29 (48%)
• Local/Provincial	13
• National/Agency	16
3.2 Non-government	28 (47%)
• Local	6
• International	22
3.3 Academe	3 (5%)

4. By Age

- | | |
|-----------------------|-----------------|
| a. 20 -30 years | 14 |
| b. 31-40 years | 26 (43%) |
| c. 41-50 years | 12 |
| d. Above 50 | 8 |

5. By gender

- | | |
|-----------------|-----------------|
| a. Male: | 34 (57%) |
| b. Female: | 26 (43%) |

6. By educational attainment

- | | |
|--|-----------------|
| a. Bachelor's degree: | 23 (38%) |
| <ul style="list-style-type: none">• Biology/ Marine Biology• Marine Science/Natural Science• Engineering• Fisheries• Environmental Science• Mass Communications• Business Administration | |
| b. Master's degree (graduates; on-going): | 31 (52%) |
| <ul style="list-style-type: none">• Coastal resource management• Marine biology/ marine science/Marine affairs• Research and management• Fisheries• Environmental science / environmental management• Business administration• Public administration• Biology | |
| c. Doctorate degree | 3 (5%) |
| d. Others | 3 (5%) |
| <ul style="list-style-type: none">• Diploma• Intermediate level• No response | |

- | | | |
|-------------------|--|-------------|
| 7. By discipline: | a. Natural Sciences and Engineering | 42/54 (78%) |
| | b. Social sciences, Business/Public Administration, Communication, Education, Management | 12/54 (22%) |
| | c. Disciplinary field not indicated | 6 |

8. Years in current position

- a. **0-5 years** **47 (78%)**
- b. 6-10 years 6
- c. 11 and above 7

9. Years in the field of MPA management/planning/governance

- a. 0-5 years 29 (48%)
- b. 6-10 years 11 (18%)
- c. 11 and above 19 (32%)
- d. No answer 1

B. Competencies

b.1 By module . Rating system guide: **1** – None at all; **2** – Not so much; **3** – Moderate; **4** – High; **5** – Very high

1. Marine Resource Management and Marine Protected Areas (MPA) Strategy

1.1 Level of <i>understanding</i> on the following:	
Fundamental knowledge, principles and tools in marine resource management, which is an integrated system of biophysical and social processes.	3.6
Role of the Marine Protected Areas Strategy within a sound and integrated framework of marine resource management.	3.5
The principles of sustainable fisheries management within MPAs: ecosystem approach to fisheries management (EAFM)	3.4
The main threats (land-source, coastal, pelagic, and climate change) to marine ecosystems and resources associated with land-sea interactions .	3.5
1.2 Ability to do the following	
Analyze role of marine protected areas within the context of given bio-physical and socio-economic context of local site/region.	3.4
Gather, interpret, and integrate information on essential baseline assessments through the use of basic Marine Resource Management tools in the field.	3.3

2. Marine Protected Areas As Social-Ecological Systems

1.1 Level of <i>understanding</i> on the following:	
Local marine knowledge, resource access rights of coastal and indigenous groups.	3.3
Marine biophysical processes and ecosystems relevant to MPA management.	3.4
Current environmental issues impacting on marine biodiversity and ecosystem services.	3.7
Basic concepts and tools of marine resource economics for establishing and maintaining MPAs.	3.3
Principles of scientific design of bio-physical and socio-economic baseline assessments.	3.3
Equitable economic development in combination with environmental integrity for addressing poverty.	3.0
Theory and practice of social entrepreneurship applied to MPA and Marine Resource Management.	2.9
2.2 Ability to do the following:	
Apply the basic concepts and tools in economics for developing survey instruments in planning MPAs.	2.9
Valuation of ecosystem functions, goods, services and cost/benefit analyses for MPAs.	2.8
Develop instruments that will help determine economic aspects of establishing and sustaining MPAs.	2.8
Apply social entrepreneurship concepts to improve an existing MPA initiative.	2.8
Design biophysical surveys and monitoring based on scientific principles for resource assessments.	3.1

2. Technical Foundations for MPA Management

2.1 Level of <i>understanding</i> on the following:	
Relevant national and international legal and policy context for establishment, implementation, and management of MPAs.	3.3
Essential elements for drafting law and policies supporting actions/processes in their MPA e.g. governance mechanisms, business plan	3.2
Different governance models for MPA management.	3.2

Principles of governance, stakeholder participation and conflict management and their applications for effective management and good governance of MPAs.	3.5
Entrepreneurial approaches to generate sustainable financing of the MPA and elements of business plans	2.9
Standards of managing human resources and administration of MPA organizations.	3.0
3.2 Ability to do the following	
Analyze gaps/weaknesses within the legal/policy environment that has implications on the governance and management of MPAs.	3.1
Identify elements necessary for drafting of legal framework/policies supporting the actions/processes needed for MPA establishment and management.	3.0
Prepare a business proposal for an MPA.	2.8
Assess the viability of alternative financing mechanisms for the MPA.	2.8
Synchronize interpersonal communication leading to consensus building and amicable agreements.	2.9

3. General Strategic Planning of Marine Protected Areas

3.1 Level of <i>understanding</i> on the following:	
Principles and tools of general strategic planning for marine conservation with applications to MPAs.	3.4
4.2 Ability to do the following :	
Integrate multilateral agreements, science information, GIS, and baseline assessments for a strategic plan of MPA along varied scales.	3.1
Utilize a range of planning tools (i.e. mapping tools, climate change vulnerability assessments, etc.) and technical references necessary for strategic MPA planning.	3.1
Prepare a Gap Analysis for MPAs.	2.6

4. Site Planning of MPAs

4.1 Level of <i>understanding</i> on the following:	
Procedures and basic requirements for proper site selection and planning; stakeholder and situational analyses prior to developing MPA management plans.	3.6

Procedures, agreements, and communication skills necessary for the involvement of the public and multi- stakeholders in the development of MPA management plans.	3.3
Coordination mechanisms with multi-sectoral authorities and private sector involved in MPAs.	3.5
Elements of MPA management plans.	3.3
5.2 Ability to do the following	
Develop the procedures and guide agreements for the process of public and multi-stakeholder participation in MPA site planning.	3.2
Translate scientific information and existing policies into options for negotiation among multi-stakeholders in the MPA planning process.	3.3
Building consensus and fostering stakeholder participation in the planning process.	3.4
Plan for appropriate staffing and management organization development.	3.2
Document the process of developing the MPA plan.	3.4

5. Implementation Mechanisms: Internal management processes

5.1 Level of <i>understanding</i> on the following:	
Basic processes/steps necessary to execute a MPA plan	3.3
Knowledge on skills required for effective communication to ensure stakeholder support during implementation of MPA.	3.4
Range of mechanisms ensuring MPA maintenance and the expansion financial sustainability options	3.1
Range of mechanisms ensuring effective MPA enforcement and hazard management	3.2
Fundamental concepts and tools of effective monitoring and evaluation	3.5
6.2 Ability to do the following:	
Develop alternative approaches for enhancing greater community participation during plan implementation.	3.3
Analyse strengths and weaknesses of internal mechanisms and systems of an existing MPA.	3.4
Develop alternative approaches for the improvement of MPA management systems/procedures and standards to develop greater accountability and transparency of the mandated	3.3

management body.	
------------------	--

6. *Implementation Mechanisms: External operations for larger MPA networks*

<i>6.1 Level of understanding on the following:</i>	
Benefits and corresponding requirements for governance and financial mechanisms, and other operational approaches, for scaling up MPAs to large networks and seascapes.	3.2
Applications of adaptive management and ecosystem approach of fisheries management applied to MPAs faced with a range of environmental threats.	3.3
Enhancement of MPA success through marine spatial planning and integrated coastal management.	3.1
Enhancement of MPA success and social equity through the application of social entrepreneurship approaches.	3.1
<i>7. 2 Ability to do the following</i>	
Develop contingency plans for unforeseen environmental factors impacting on existing MPAs.	2.7
Analyse strengths and weaknesses of external mechanisms and systems of existing MPA networks.	2.9
Develop alternative approaches for the improvement of external management operations of MPA networks.	2.3

b.2 Across modules

MODULE	<i>Level of understanding</i>	<i>Ability to do</i>
1. Marine Resource Management and Marine Protected Areas (MPA) Strategy	3.5	3.3
2. Marine Protected Areas As Social-Ecological Systems	3.3	2.9
3. Technical Foundations for MPA Management	3.2	2.9
4. General Strategic Planning of Marine Protected Areas	3.4	3.0
5. Site Planning of MPAs	3.4	3.3
6. Implementation Mechanisms: Internal management processes	3.3	3.3
7. Implementation Mechanisms: External operations for larger MPA networks	3.2	2.9

C. *Course Offering*

c.1 Top 3 Factors that would prevent one from enrolling in a MPA Masters program

Tuition	1.83
Workload	2.07
Potential loss of income	2.36

c.2 Top 3 Factors influencing decision to enrol

Scholarship	2.07
Quality of curriculum	2.26
Reputation of school	3.16

c.3 Top 3 Sources indicated for funding of tuition

One's organization	1.00
Government funds	1.09
Personal	1.15

ANNEX 3.

The 1st Curriculum Development Workshop
and joint meetings between
Institutional partners
24 January 2012

Appendix 1. Program and attendance

USAID | MERF Set up of Masters in Management of Marine Protected Areas (Philippines)
JOINT WORKSHOP of the UP Marine Science Institute and the University of Klagenfurt
Jan 24, 2012; Hotel 878 3/F Function Room, 878 E. Rodriguez Jr. Ave., Libis, QC

I. PARTICIPANTS

No.	Name	Institutional Affiliation
1.	Dr. Ma. Lourdes San Diego-McGlone, Project Leader	MERF; UP Marine Science Institute (UPMSI)
2.	Dr. Aletta Yniguez, Program Coordinator	MERF; UP MSI
3.	Dr. Michael Jungmeier, Program Coordinator	Alpen Adria University of Klagenfurt, Austria
4.	Dr. Robert Pomeroy	University of Connecticut – Sea Grant program
5.	Dr. Porfirio Alino	UPMSI
6.	Dr. Miguel Fortes	UPMSI
7.	Dr. Samuel Mamauag	UPMSI
8.	Atty. Ferdinand Quicho, Jr.	CERD
9.	Ms. Miledel Quibilan	UPMSI
10.	Ms. Bernadette de Venecia	3MPA Technical Assistant
11.	Mr. Bengray Brillantes	3MPA Administrative Assistant

I. WORKSHOP PROGRAM

TARGET: Curricular development for the proposed Masters in Management of Marine Protected Areas (³MPA) academic program

January 24, 2012

8am Arrival/Registration

1.Introduction of the sponsoring Institutions of the Project

830-915 Introduction of participants
The UP Marine Science Institute and MERF (*Dr. McGlone*)
The role of UPMSI in national and regional programs of Integrated Coastal Management and Marine Protected Areas (*MPAs; Dr. Aliño*)

915-10 The University of Klagenfurt (*Dr. Jungmeier*)

1030-1130 MSc Masters of Protected Areas program and experiences (*Dr. Jungmeier*)

2. Project description

1130-12 Set-up of a Masters in Management of MPAs –Philippines (*Dr. Yñiguez*)

12noon Lunch

3. Dev't of the curriculum to address goals of the twinning academic program

130-230 Initial market analysis on training needs of the region (*Dr. Pomeroy*)

230-530 Dev't of the curriculum as an adaptation of the MSc program of the University of Klagenfurt (*Ms. De Venecia*)

530 Summary/Integration: Draft curriculum

600 Dinner

Appendix 2. Workshop Photo at the 878 Hotel Conference Room



Fig. 1. Initial 3MPA Workshop at 878 Hotel conference room. L-R: M.Fortes, P. Alino, R. Pomeroy, S. Mamauag, M. Jungmeier.

ANNEX 4.
The 2nd Curriculum Development Workshop
UPMSI, Diliman QC
20 March 2012

Appendix 1. Curriculum Development Workshop with the participation of other invited MPA professionals

A) CURRICULUM DEV'T WORKSHOP, March 20, 2012 (Tue)

THEME: Southeast Asian MPAs: Identifying our market and regional resources for curriculum development

SPECIFIC OBJECTIVES:

To review the scope and gap analyses of Southeast Asian MPA systems to be addressed by the proposed academic program on Masters in Management of MPAs.

To review the results of the training needs survey to help determine aspects of focus in the program.

To develop detailed curriculum plans for the UP course modules corresponding to the AAU-Klagenfurt program framework: a) specific scope of the fundamental disciplines; b) MPA establishment and formulation of management plan

I. PARTICIPANTS

No.	Name		Institutional Affiliation
1.	Ma. Lourdes San Diego-McGlone, Project Leader	MM	MERF; UP Marine Science Institute (UPMSI)
2.	Aletta Yniguez, Program Coordinator	AY	MERF; UP MSI
3.	Michael Jungmeier, Program Coordinator	MJ	University of Klagenfurt, Austria
4.	Sigrun Lange, Technical Coordinator	SL	ECO – Munich, Germany
5.	Robert Pomeroy	BP	University of Connecticut – Sea Grant program
6.	Porfirio Aliño	PA	UPMSI
7.	Antonette Meñez	AM	UPMSI
8.	Abigail Trinidad	AT	Asian Devt Bank-Knowledge Management
9.	James Kho	JK	Ateneo School of Government
10.	Rina Rosales	RR	REECS, Inc.
11.	Sheila Vergara	SV	ASEAN Center for Biodiversity
12.	Elmer Ferrer	EF	UP College of Social Work and Community Devt
13.	Rebecca Guieb, AOTR	BG	USAID – Philippines
14.	Mario de los Reyes	MD	UP School of Urban and Rural Planning
15.	Laura David	LD	UP MSI
16.	Miledel Quibilan	MQ	UP MSI
17.	Gil Jacinto	GJ	UP MSI
18.	Bernadette de Venecia, Technical Coordinator	DV	MERF
19.	Bengray Brillantes, Administrative Asst.	BB	MERF

II. PRESENTATIONS

1. *Overview of the project “Set-up of a Masters in Management of MPAs as an adapted version of the MSc Management of Protected Areas program of the University of Klagenfurt”* (A. Yniquez)
2. *Status of the MPA systems across Southeast Asia* (B. de Venecia)
3. *Southeast Asian and Coral Triangle MPA training needs* (B. Pomeroy)
4. *The AAU-Klagenfurt experience* (M. Jungmeir; S. Lange)
A regional transdisciplinary program for protected area professionals
The Alumni club

III. WORKSHOP PROPER

Session 1 – An overview of the proposed program framework within the UP system

Objective: To evaluate the scope and sequence of the curriculum course content.

Sessions 2-3: Modules 1-3: ICM; MPAs as socio-ecological systems; Technical foundations of MPA Mgt

Objective: To gain inputs on the refinement of the essential coverage of Modules 1-3

Session 4: Suggestions for MPA life cycle modules constituting Modules 4 to 7

Objective: To determine the relevant scope and effective approaches for the modules related to MPA planning, establishment, and management (Modules 5 to 7)

Other matters in relation to curriculum development

- Effective teaching aids
- Developers working as a team

Appendix 2. Curriculum Development Workshop gallery of photos



Fig. 1. Presentation of the 3MPA project overview by Dr. Aletta Yñiguez. L-R: M. Jungmeier, A. Yñiguez, J.Kho, B. de Venecia, R. Rosales.



Fig. 2. Presentation of SEA Marine Protected Areas overview by B. de Venecia. L-R: B. Brillantes, B. de Venecia, J. Kho.



Fig. 3. Presentation of the preliminary TNA by Dr. Robert Pomeroy.



Fig. 5. The open forum with regard the modular *MSc Management of Protected Areas*.



Fig. 6. Afternoon curriculum content discussions of the workshop. L-R: G. Jacinto, P. Aliño, A. Meñez, USAID-AOTR R. Guieb.

ANNEX 5.
The 3rd Curriculum Development
Workshop
UPMSI, Diliman QC
15 May 2012

Appendix 1. Curriculum Development Workshop Program

USAID/MERF 3MPA Curriculum Development Workshop

Management of MPAs: Focal Areas, Trends, and Future Directions

May 15, 2012; 9:00 am – 5:30 pm; 3/F Conference Room, UP Marine Science Institute

Objectives

- Review the revised general curriculum framework (inputs from March and April 2012 meetings)
 - Review the revised curricular framework with the corresponding “storyline” developments
 - Review/discuss the content of 3 core disciplines with respect to focal areas and its integration with the other sub-components within Modules 2 & 3
- Detail the general curriculum framework of the MPA Planning modules
 - Identify the distribution of focal content and tools of activities under the different MPA Planning modules

Schedule of Activities

9:00 a.m. Registration

9:30 Welcome remarks (Dr. Maria Lourdes McGlone)
 Introductions

Marine Protected Areas: Scaling up to networks and systems (Dr. Porfirio Aliño)

10:15 Presentation of the Revised General Curriculum Framework

Objective: To solicit inputs from the experts regarding improvements for the general curriculum framework and module descriptions of the program

Session 1 – Plenary Session

11:00 ***Review and integration of sub-components within Modules 2 and 3: MPAs as social-ecological systems, technical foundations***

Objective: To solicit inputs from the experts regarding focal and integration points among the sub-components on the socio-cultural sciences, business, and management

Each of the available outlines will be presented consisting of a summary emphasizing the

rationale for the most essential topics for the MPA professional; effective tools/activities included; points of integration with other disciplines.

Session 2 – Social-cultural sciences sub-component (Prof. Maria Mangahas-UP CSSP)

12:00 Lunch

1:00 p.m. ***Session 3 - Business: Social Entrepreneurship framework (Prof. Lisa Dacanay- ISEA)***

2:00 p.m. ***Session 4 – Management (Mr. Edgardo Tongson- WWF-Phil.)***

3:00 p.m. ***Session 5 - MPA Planning: Identifying Focal areas, Trends, and Future Directions***

Objective: To distribute discipline-specific content (principles/concepts) and essential tools through the different modules for MPA planning (single sites, networks)

4:30 p.m. Merienda

4:45 p.m. Presentations by the groups

5:20 p.m. Closing remarks

Appendix 2. Participants

US

AID/MERF 3MPA PROJECT

3MPA CURRICULUM DEVELOPMENT WORKSHOP

15 May 2012; 9:00 a.m.- 5:30 p.m.

3/F New Conference Room, UPMSI

Theme: Management of MPAs - Focal Areas, Trends, and Future Directions

Attendees

No.	NAME	INSTITUTIONAL AFFILIATION
1	Dr. Andre John Uychiaoco	GIZ
2	Dr. Maria Mangahas	UP-College of Social Science and Philosophy, CSSP
3	Mr. Edgardo Tongson	WWF- Philippines
4	Ms. Luz Baskinas	WWF- Philippines
5	Atty. Ferdinand Quicho	First Philippine Conservation, Inc.; CERD
6	Atty. Ma. Paz Luna	Tanggol Kalikasan
7	Ms. Lisa Marie Dacanay	Institute of Social Entrepreneurship in Asia; ADMU-SOG
8	Dr. Angel Alcala	Silliman University
9	Dr. Porfirio Aliño	UPMSI
10	Dr. Maria Lourdes McGlone	UPMSI/MERF
11	Dr. Aletta Yñiguez	UPMSI/MERF
12	Dr. Laura David	UPMSI
13	Dr. Miguel Fortes	UPMSI
14	Ms. Miledel Quibilan	UPMSI
15	Dr. Bernadette de Venecia	MERF/3MPA
16	Mr. Ben Brillantes	MERF/3MPA

Appendix 3. Workshop gallery of photos



Fig. 1. Workshop on brainstorming focal concepts and tools for the MPA courses, group 2. L-R: P. Luna, E. Tongson, M. Mangahas, A. Uichiaoco, L. Dacanay, P. Aliño; 15 May 2012.



Fig. 2. Worksheet of Group 1 on focal concepts and tools for the MPA courses.



Fig. 3. Group 1 lead representatives Ms. Miledel Quibilan and Luz Baskinas explaining their workshop results to Group 2. L-R: L. Dacanay, A. Uichiaco, M.Mangahas (partly hiddent), M. Quibilan, L. Baskinas; 15 May 2012.



Fig. 4. Group 2 representative Mr. Edgardo Tongson explaining his group's workshop results to Group 1. L-R: E.Tongson, M. Fortes, M. McGlone, A. Yñiguez (L. David partly hidden); 15 May 2012.

ANNEX 6.

Initial networking with professionals
involved in disciplines of
CRM/Protected Areas/MPA Management
through curriculum development activities

No.	Name	Institutional Affiliation	Participation in Curriculum Dev't Activities				Contracted for Curriculum Developmentt (CD) or Program Development
			Jan	Mar	Apr	May	
1.	Michael Jungmeier, PhD	AAUK, ECO	X	X			Inputs for program dev't
2.	Robert Pomeroy, PhD	SGP-UC	X	X			MPA 220-Governance, Inputs for program dev't
3.	Sigrun Lange, Technical Coordinator	AAUK, ECO		X			Inputs for program dev't
4.	Porfirio Aliño, PhD	UPMSI	X	X	X	X	MPA200, 241
5.	Miguel Fortes, PhD	UPMSI	X			X	Inputs for program dev't
6.	Samuel Mamauag, PhD	UPMSI	X				
7.	Miledel Quibilan	UPMSI	X	X		X	MPA 230 – CCVA component; MPA 240
8.	Ferdinand Quicho, Jr., LL.B	First Int'l Conservation Inc. ; CERD	X			X	MPA 231
9.	Laura David, PhD	UPMSI		X		X	MPA 230 – GIS component; Inputs for program dev't
10.	Mario de los Reyes, PhD	UP School of Urban and Rural Planning (SURP)		X			
11.	Elmer Ferrer, PhD	UP –College of Social Welfare and Community Development (CSWCD)		X			
12.	Gil Jacinto, PhD	UP MSI		X			
13.	James Kho, LL.M	Ateneo School of Government (ASOG)		X			MPA 220 – Law component
14.	Antonette Meñez, PhD	UPMSI		X	X		MPA 240
15.	Rina Rosales	REECS, Inc.		X			
16.	Annabelle Trinidad	PRIMEX Inc.-Asian Devt Bank-Knowledge Management Project		X			MPA 210- Economics component
17.	Sheila Vergara, PhD	ASEAN Center for Biodiversity (ACB)		X			MPA 230 main developer
18.	Luz Teresa Baskinas	WWF- Philippines			X	X	
19.	Cesar Luna	UP Open University, Faculty of Management and Dev't Studies			X		
20.	Angel Alcala, PhD	Silliman University				X	
21.	Marie Lisa Dacanay, PhD	Institute for Social Entrepreneurship in Asia (ISEA); ASOG				X	MPA 210- Social Entrepreneurship

							component
22.	Ma. Paz Luna, LL.B	Tanggol Kalikasan				X	MPA 231
23.	Maria Mangahas, PhD	UP-College of Social Science and Philosophy				X	MPA 210 – Socio-cultural perspectives
24.	Edgardo Tongson	WWF-Philippines				X	MPA 220- Business Administration
25.	Andre Uichiaoco, PhD	GIZ				X	
26.	Rollan Geronimo	CI-Philippines					MPA 241
27.	Leticia Penano-Ho, PhD	UP College of Education					MPA 295 – Intercultural Learning

ANNEX 7.
Meetings at
Batangas PG-ENRO and MENROs
including MPA site visits
24 to 25 March 2012



Fig. 1. MERF and UPMSI representatives with Ms. Lorie Sollestre of the Batangas PG-ENRO. L-R: Dr. S. Mamauag, Ms. Lorie Sollestre, B. de Venecia; 24 March 2012.



Fig. 2. Mr. Michael Jungmeier of AAUK with Ms. Lorie Sollestre of the Batangas PG-ENRO; 24 March 2012.



Fig. 3. MSI and MERF representatives with Ms. Sollestre at the conference area of the Batangas PG-ENRO. L-R: S. Mamauag, B. de Venecia, L. Sollestre; 24 March 2012.



Fig. 4. Municipal Agriculturist Mr. Ronald Castillo of the Mabini MAO of Batangas with his computer presentation on the management of the Mabini fish sanctuaries; 24 March 2012.



Fig. 5. Poster of the Arthur's Rock Sanctuary area regulations at the beach area, Mabini, Batangas; MPA site visit, 24 March 2012.



Fig. 6. Signage of the Ang Pulo mangrove reserve regulations in Calatagan, Batangas; MPA site visit, 25 March 2012.



Fig. 7. Municipal Agriculturist Ms. Evelyn Cutodio of the Calatagan MENRO joined the 3MPA visitors at the *Ang Pulo* mangrove reserve; 25 March 2012.



Fig. 8. Ms. Evelyn Castillo explaining the background of the mangrove reserve establishment. L-R: B. de Venecia, E. Custodio, Rochelle Amboya of the Batangas PG-ENRO; 25 March 2012.



Fig. 9. Top view of the *Ang Pulo* mangrove reserve taken from the Tower; 25 March 2012.



Fig. 10. 3MPA visiting team at the *Ang Pulo* mangrove reserve Tower. L-R: M. Jungmeier, B. de Venecia, S. Mamauag; 25 March 2012.

ANNEX 8.
Single page project description
sent for USAID website
May 2012

ENERGY AND ENVIRONMENT

Set-up of an MSc-program on the Management of Marine Protected Areas at the Marine Science Institute (Philippines) as an Adapted Version of the MSc Management of Protected Areas Program of the University of Klagenfurt (Austria)

Background

Protected areas constitute a central strategy among the efforts to achieve the goal of biodiversity conservation on a global scale. Parties to the Convention on Biological Diversity committed themselves to achieve by 2010 the effective conservation of at least 10% of each of the world's ecological regions. However, within the realm of the marine environment—only 0.6% of the ocean's surface area and about 1.4% of the coastal shelf areas are under specific protection. Because global marine biodiversity continues to decline rapidly, the establishment and effective management of marine protected areas (MPA) has become an issue of global importance.

Less than 50% of about 1200 MPAs established in the Philippines, have sustained operations, with beneficial effects on the environment and for multiple stakeholders. The low rate of successful MPAs is indicative of the dearth of skilled professionals for the effective establishment and management of MPAs. This is a common problem within Southeast Asia and the Coral Triangle regions.

Goal

The project aims to establish a postgraduate academic program in the Philippines focused on the education/training of professionals in the management and good governance of MPAs to address the dearth of effective MPA professionals.

GRANTEE:

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 Mechanism: AID-492-A-12-00001
 Period Covered: Oct 2011 to Oct 2014

PROJECT DESCRIPTION

The Marine Environment and Resources Foundation (MERF) at the Marine Science Institute of the University of the Philippines (UPMSI), in collaboration with the Alpen-Adria University of Klagenfurt (Austria), intend to establish an adapted version of the MSc Management of Protected Areas program of the University of Klagenfurt. It will be based on the principles of this MSc program, but technically adapted to the marine and coastal ecosystem setting of the region, particularly Southeast Asia and the Coral Triangle area. This two-year post-graduate program is expected to be self-sustaining, after its initial implementation and output of an international batch of graduates.



KEY PROJECT OUTCOMES

1. A graduate program on marine protected areas (MPAs) set-up at the Marine Science Institute of the University of the Philippines that is regional (Southeast Asia and Coral Triangle) in scope.
2. Regional professionals educated in the management of MPAs and marine resources in the tropics.
3. An initial network of regional MPA-related professionals and institutions formed.

KEY ACTIVITIES

1. **Organization of curriculum development workshops.** These provide opportunities for experts from various fields of MPA management to present, discuss, evaluate, and integrate the range of multidisciplinary course modules they are tasked to develop for the 2-year post graduate academic program.
 
2. **Implementation of the academic program upon approval of its curriculum by the University of the Philippines System.** The UPMSI will conduct a modular approach in providing training in the technical foundations and life cycle phases of MPAs to an initial batch of at least 15 participants from Southeast Asia and Coral Triangle countries. The participants will be conducting thesis work towards the latter part of the program.
3. **Initiation of a network of regional MPA-related professionals.** A network consisting of the program participants, and multidisciplinary experts and institutions from the region, who collaborate in the development and implementation of the program, shall be formalized. It shall serve as a support system for the continuing professional development of the alumni and other regional MPA professionals.